School Improvement Plan

Pleasant Lake Elementary School

Walled Lake Consolidated Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Improvement Plan Assurance
Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST.</td>
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Title I Targeted Assistance Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is conducted by several professional learning committees (Staff Lighthouse Team, SIPP (MTSS) Team, Data Team, Instructional Council and school administration). We analyzed assessment data, including iReady data, in all content areas throughout the school year. The assessment data analyzed assists in developing our academic goals for the upcoming school year.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Needs Assessment Identification of students eligible for Title I services in the Walled Lake Consolidated Schools (WLCS) is a joint effort by classroom teachers, school administration, intervention teachers and special education department personnel including teacher consultants, psychologists, social workers and speech pathologists. All students across all academic levels, economic levels, disability levels, cultural groups, and genders are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), i-Ready, the M-STEP, the WIDA, WL-LPP as well as WLCS "Unit Benchmark Assessments" for grades three through five. Classroom teachers utilize these assessments to drive instruction and to implement academic programs for students that best meet each child's needs. Assessments include students from the academic levels of kindergarten through fifth grade. Each of these assessments provide detailed information about an individual child. Assessment data is reviewed by individual classroom instructors, grade level teams and building committees. General trend information is gathered as well as specific student data. Data and teacher observation dictate instructional acceleration, maintenance, or intervention. All students who are performing at a level of "Somewhat Below," "One Year Below," or "More Than One Year Below" are initially referred to a child's grade level team of teachers for review. Academic instructional individual and group plans as well as academic grouping assignments are reviewed and an initial plan of instructional intervention is developed. Utilizing a MTSS model, these students are generally tiered into one of three intervention levels: Tier 1, Tier 2, or Tier 3. Generally, Tier 1 students perform successfully under general, grade-level instruction. These students may need additional assistance or differentiation that is provided in the day-to-day instruction from the teacher addressing Tier 1, and Tier 2 interventions. our MTSS Team reviews intervention plans on a bi-monthly basis to determine the appropriate next steps.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

All students who are performing at a level of "somewhat below", one year below, or more than one year below are initially referred through a child's grade level team of teachers for review. Academic individual and group plans as well as academic grouping assignments are reviewed and an initial plan of instructional remediation is developed utilizing a MTSS model. We ensure that planning for all students, including our Title I identified students is incorporated into our existing school improvement process. The Walled Lake Schools planning process incorporates both the School Improvement and the MTSS Process. Both of these processes are complementary and are considered research-based best practice to improve student learning.
The key principles of MTSS and our School Improvement Process include the following characteristics:

- Uses scientific, research-based interventions
- Identifies students not achieving to standards
- Uses a problem solving model to make instructional and intervention decisions
- Commit to effectively teaching all children
- Intervene early
- Support learning with a systematic multi-tier service delivery model
- Monitor student progress to inform instruction
- Rely on data, including i-Ready data, to make decisions
- Use assessment for three purposes (screening, progress monitoring and diagnostic)

The School Improvement process incorporates accountability for results in all of our schools. All students are expected to meet the Common Core and district standards, and students who experience difficulty mastering those standards are provided timely, effective, additional multi-tier assistance, including Title I identified students. All teachers use common assessments, such as the Developmental Reading Assessment (DRA), i-Ready and math benchmark assessments to screen all students. The school keeps parents informed of the achievement of individual students via trimester report cards and of the progress of the school in meeting its goals. Tier 2 students are those students who need additional assistance, and will be considered for Title I services. Following the meeting and review of a child's academic performance and the interventions already implemented by the classroom teacher, the classroom teacher along with school-level and district-level personnel develops a targeted plan of instruction to provide instruction that addresses the state core curriculum standards in light of the current performance level of a child.

Intervention assistance could come in the form of Reading Recovery, literacy intervention groups, math intervention groups, literacy material provided over the summer and family focused math and literacy nights. Depending on the individual child targeted students receive these Tier 2 interventions, which are paid with Title I funds. Should Tier 2 interventions fail to address academic deficiencies, Tier 3 interventions are implemented which may then lead to a referral for additional testing performed by WLCSD special education personnel.

In order for a student to receive Tier 2 or Tier 3 interventions, he/she must meet a minimum of one of the following: (1) perform below the WLCSD grade-level standard in the Developmental Reading Assessment and i-Ready Assessment; (2) perform below the instructional standard in the Developmental Writing Assessment; (3) perform at a standard below expectations in enabling skills; (5) score below grade level on the M-STEP; (6) be eligible for special education services; (7) be eligible for English Language Learner (ELL) services.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State’s challenging content and student performance standards.

All students across all academic levels, economic levels, disability levels, cultural groups, and genders are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), and i-Ready. The Walled Lake pre-school and kindergarten curriculum program has been designed to provide a strong foundation in: (1) language development; (2) early literacy (phonological awareness, letter knowledge, written expression, book and print awareness, motivation to read); and early math (number and operations) The Walled Lake School District coordinates and integrates service to all pre-school, K-5, Title I identified and EL students. Each March, all twelve elementary schools conduct a Kindergarten Orientation session for parents and pre-kindergarten students which includes an opportunity for students to become familiar with the teacher and school. In addition, pre-school students are included with the non-Title I programs. We also provide incoming kindergartners with a brief assessment to assist us in their classroom placements each spring. All of
these events help to provide a seamless transition for all pre-school, ED and EL students as they progress to the K-5 curriculum program. All teachers frequently check children's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as identify children who may need special help. The planning process incorporates both the School Improvement Process and MTSS. Both of these processes are complementary and are considered research-based best practice to improve student learning.
1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The supplemental assistance provided to Title I, Part A eligible students are included as activities within the goals section of the current PLE School Improvement Plan.
Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

We ensure that planning for all students, including our Title I identified students is incorporated into our existing school improvement process and building instructional practices. The planning process incorporates both the School Improvement and MTSS Process. Both of these processes are complementary and are considered research-based best practice to improve student learning. The key principles of MTSS and our School Improvement Process include the following characteristics:

- Uses scientific, research-based interventions
- Identifies students not achieving to benchmark standards
- Uses a problem solving model to make instructional and intervention decisions
- Commit to effectively teaching all children
- Intervene early
- Support learning with a systematic multi-tier service delivery model
- Monitor student progress to inform instruction
- Analyze data, including iReady Literacy and Math data, to make decisions
- Use assessment for three purposes (screening, progress monitoring and diagnostic)

Accountability for results:
We incorporate accountability for results in all of our schools. All students are expected to meet Common Core and district standards, and students who experience difficulty mastering those standards are provided timely, effective, additional multi-tier assistance, including Title I identified students. All teachers use common assessments, such as the Developmental Reading Assessment (DRA), i-Ready, and math benchmark assessments to screen all students. The school keeps parents informed of the achievement of individual students via quarterly reports and of the progress of the school in meeting its goals.

Research-based practices.
The MTSS and the School Improvement process operate according to a plan that contains proven, research-based pyramid of intervention strategies (Tier 1 and Tier 2) designed to facilitate schoolwide reform and improvement. Time is available for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is an essential component of the MTSS and School Improvement process. As part of AdvancEd requirements, our school improvement work, the staff of Pleasant Lake has developed a building-wide goals to address our areas of needed improvement. Student progress is monitored regularly throughout the school year to assure the appropriateness and effectiveness of the goals, and staff members meet regularly to plan for instruction and monitor the results of their intense work with individual and groups of students. Our MTSS process is part of our school improvement work. Our MTSS team and classroom teachers meet bi-monthly to discuss the progress of students, including our Title I identified students. Tier 1 and Tier 2 interventions are planned, and assistance given to teachers to help struggling learners. Progress is monitored in a systematic format. During this process the parents of individual students are scheduled to meet with our MTSS team members to discuss the progress of their child. This includes Title I identified students and their parents. Classroom teachers and our MTSS Team meet regularly to use assessment information to implement Tier I instructional strategies (Readers/Writers Workshop, Math Workshop, Guided Reading/Writing, Reading Comprehension Strategies). Tier 2 intervention strategies (i.e. literacy and math intervention groups) are available for students who may need additional core instructional support. MTSS also provides individual planning for students who have not made sufficient progress. The purpose of individual planning is to provide an opportunity for the classroom teacher, MTSS Team, and additional support personnel to meet
and discuss in greater detail the achievement and assessment history of a student to determine if a different instructional Tier 2 instructional focus should be implemented. Intervention strategies at this stage continue to use core curriculum materials but with the addition of a more individualized emphasis. Intervention strategies continue to be Tier 1 and/or Tier 2 as available. The Title I identified students receive appropriate tiered interventions provided with the Title I funds as part of this model.
Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State’s standards in the four core curriculum academic areas?

The Walled Lake Consolidated Schools has an extensive list of instructional strategies offered to targeted assisted students. In Walled Lake, we provide many extended-year learning opportunities in math and literacy. These strategies support our district benchmarks which are aligned with state grade level expectations.

In mathematics, we continued use of the i-Ready program to help all students, including Title 1 eligible students reach state and district standards. i-Ready will be utilized by Title 1 eligible students in Kindergarten-5th grade this school year. This program is tailored to deficit skills in mathematics and reading as shown by the i-Ready diagnostic test. Also in mathematics, we will be holding a Title 1 Family Math Night for our eligible students and their parents. Parents will learn about at-home activities that will help their child with mathematics. The students and parents will work together to practice some of the activities during the Title 1 Family Math Night. In addition to i-Ready literacy support, Title 1 eligible students will receive daily supplemental reading/writing lessons from our Reading Recovery teacher and intervention staff in either one-on-one and/or small group settings to help the eligible students reach State and District standards. Also in reading and writing, we will have book club meetings for eligible students and their parents. The evening events will be schedule several times during the school year and summer. In addition to children and parents reading the selected book together, parents will learn about at-home activities that they can do to help their child with reading and writing. The students and their parents will work together to practice some of the activities during evening event. Additionally at the building level we have provided professional learning opportunities to our staff aligned to our current School Improvement Plan.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The i-Ready program for all students, including our Title 1 eligible mathematics and literacy students in Kindergarten-5th grade is a research-based strategy that will increase the quality and quantity of instruction. The i-Ready Diagnostic will help to identify deficit areas in mathematics and literacy. The online program will tailor the instruction directly to the specific needs of the eligible students. By working with a small group of at-risk math and literacy students, teachers will be able to increase the quality and quantity of instruction for the eligible students. In reading and writing, the Reading Recovery program is known internationally for its strong research-based methods for literacy instruction. The Reading Recovery teacher and intervention staff use research-based literacy strategies to increase the quality and quantity of instruction for the Title 1 eligible students in small groups and in one-on-one sessions. We also use reading comprehension strategies to assist students in small groups and in one-on-one sessions. Essential Practices in Early and Elementary Literacy will continued to be shared with our staff, in addition to our newly implemented Luck Calkins Reading and Writing Units of Study.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

We collect and analyze student achievement data on the Title 1 services that we provide to our eligible students through the Reading Recovery program, literacy intervention groups, summer programs, and mathematics intervention groups. The assessment data has shown that our interventions overall continue to positively impact student achievement.
4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

A Reading Recovery specialist and intervention staff pull lowest performing 1st Grade students from their regular classroom to provide intense reading instruction. Literacy and Math Intervention staff support Title I identified students in grades K-5. We consistently review our building and individual classroom schedules in an attempt to minimize the number of times students are pulled from their regular classrooms. We have put some building policies in place to help ensure that we are supplementing instruction and not supplanting it. Supplemental instruction, in the form of a Book Clubs, is also provided to students during the summer months.
Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Walled Lake teachers frequently check their student's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as identify children who may need special help. The Walled Lake schools planning process incorporates both the MTSS and School Improvement process. Both of these processes are complementary and are considered research-based best practice to improve student learning. Both operate according to a plan that contains proven, research-based pyramid of intervention strategies designed to facilitate schoolwide reform and improvement to assist targeted students. Time is available for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is an essential component of both processes. The building ESL teacher is a key member of the MTSS and School Improvement Team.

This process is critical to identify students for Title I services and to monitor their progress. The MTSS Process is analyzed annually to ensure we are meeting the needs of our children. Parents are actively involved in setting the achievement and/or behavior goals for their child. Parents are invited to play an active role in the implementation of the academic and/or behavior plan.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Currently the Walled Lake school district provides a comprehensive pre-school program, including a Head Start and GSRP program. The pre-school curriculum is linked closely with the district kindergarten curriculum. In addition, the district provides ESL teacher and paraprofessional instructional support for EL students if needed. The Walled Lake preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. The district preschool curriculum includes the following domains that integrate with the Walled Lake kindergarten curriculum objectives:

- Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
- Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
- Children develop abilities to express themselves clearly and communicate ideas to others.
- Children grow in their capacity to use effective listening skills and understand what is said to them.
- Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.
- Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.
- Children begin to understand that communication is diverse and that people communicate in a variety of ways.
- Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.
- Children begin to develop processes and strategies for solving mathematical problems.
- Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.
- Children begin to develop the ability to seek out and to recognize patterns in everyday life.
- Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.
- Children explore and discover simple ways to measure
- Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.
- Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.
- Children show a beginning awareness of scientific knowledge related to living and nonliving things.
- Children show a beginning awareness of scientific knowledge related to the earth.
- Children explore and use various types of technology tools.
- Children can name various components of computer systems and use various input devices.

The Walled Lake pre-school and kindergarten curriculum programs have been designed to provide a strong foundation in: (1) language development; (2) early literacy (phonological awareness, letter knowledge, written expression, book and print awareness, motivation to read); and early math (number and operations).

The Walled Lake school district coordinates and integrates service to all pre-school, K-5, Title I identified and EL students. Each spring each elementary school in our school district conducts a Kindergarten Orientation session for parents. In addition, all elementary schools schedule a special prekindergarten orientation session for incoming kindergarten students to become familiar with the teacher and school. Additionally students and their families are invited to a Spring Visit. The visit includes a question/answer session for parents with school administration and a kindergarten teacher while children complete activities in classrooms with kindergarten teachers. At the conclusion of the visit students and parents are invited to ride a school bus. Students were also invited to meet with our kindergarten teachers for a brief meeting and assessment to assist with the transition to kindergarten. All of these events help to provide a seamless transition for all pre-school and EL students as they transition to the K-5 curriculum. We host Kindergarten Meet and Greet prior to the start of the school year and have a staggered start to assist with the transition to Kindergarten.
## Component 6: Instruction by Highly Qualified Staff

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<tbody>
<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>All instructional paraprofessionals at Pleasant Lake Elementary meet the NCLB requirements for being highly qualified.</td>
<td></td>
<td></td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>All teachers at Pleasant Lake Elementary meet the NCLB requirements for being highly qualified.</td>
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Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Staff will have an opportunity to participate in the following professional learning opportunities to work with eligible children and/or in the regular education program:

- Cultures of Thinking Training (8 Cultural Forces)
- Leader in Me (PBIS) Training
- Lucy Calkins Reading and Writing Units of Study
- Everyday Math /ConnectED Training
- Essential Practices in Early and Elementary Literacy
- i-Ready Assessment Training
- Illuminate Data Training

The training's and professional development opportunities provided to staff are determined annually.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

During Family Math and Literacy Nights parents are trained on how to support their children in meeting District and State standards. They are also provided with materials they can utilize at home with their children. Parents are also invited to the Leader in Me (PBIS) program meetings to provide them with necessary information to support the academic and character education components of the program at home. Lastly parents are invited to our summer book club meetings.

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<tr>
<td>3.</td>
<td>Your school's professional development/learning plan or calendar is complete.</td>
<td>Yes</td>
<td>We will have 3 staff meetings that will focus on the Cultures of Thinking, which are all included in our School Improvement Plan. The attached calendar notes when district professional learning is scheduled during the school year. District PD will focus on MTSS and the newly introduced Literacy and Math curriculum.</td>
<td>Walled Lake Schools PD Calendar</td>
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Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents of students receiving Title I are surveyed at our Math and Literacy Nights. Input is also solicited during parent meetings. Our Title I services were shared and discussed with parents at the before mentioned events. All parents are also invited to complete an administrative survey each spring. Results are shared and discussed with building administration and the Deputy Superintendent of Schools.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents of Title I eligible parents attended and participated in our Title I Family Literacy and Math Nights. Parent feedback is solicited following each Family Literacy Night and Math Night. A survey is provided to parents annually each spring.

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<tr>
<td>3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?</td>
<td></td>
<td>Yes</td>
<td>Parents of eligible Title I students were asked to fill out evaluation forms at the end of each Title I event. The feedback is utilized in the planning of future Title I events. Parents are also encouraged to ask questions at Title I events. Lastly, a survey is provided to parents each spring.</td>
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4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Section 1118 e (1): Our staff assist parents in understanding the State’s academic content standards, State student academic achievement standards, State and local academic assessments, how to monitor their child’s progress at school, and how to work with their teacher and other educators to improve the academic achievement of their child. At our annual September Curriculum Nights, all parents are invited to a 45-60 minute curriculum presentation with their child’s classroom teacher and the topics above are discussed. Information is also shared at our annual Parent-Teacher Conferences held in December.

Section 1118 e (2): Our staff provides training and materials to help parents to work with their children to improve their children’s academic achievement in several ways. Our Title 1 Literacy Nights for parents of eligible students in K-5 and our Title 1 Math Night for parents of eligible students in grades K-5 are training sessions on how to help their child at home in reading, writing, and mathematics. A variety of materials for parents to use at home with their child for reading, writing, and mathematics are provided.

Section 1118 e (3): We have educated our staff, pupil services personnel, principal, and other staff in the value of parent contributions of parents, and how to communicate with our school community. We continue to dedicate meetings and formal communications in how to better serve and communicate with our school community.

Section 1118 e (4): We have coordinated and integrated parent involvement programs and activities with the Walled Lake Schools pre-school
program and the Walled Lake Schools Head Start program. We consistently communicate with the Director of the Walled Lake Schools pre-
school program and Head Start Program. Parents are encouraged to register their child for preschool or Head Start. Each March our
kindergarten staff hosts a Kindergarten Orientation for parents of pre-school students who will be attending kindergarten in the fall to learn
about the kindergarten curriculum and our classroom procedures. Students also get an opportunity to visit the kindergarten classroom,
interact with our kindergarten staff and receive a tour of the school building. Students and their parents also take a bus ride to become
familiar with how our bus operates and we answer any questions they have in regards to transportation. Parents are also invited to a
question/answer session with school administration and kindergarten staff in the spring. A Kindergarten Meet and Greet is scheduled
annually prior to the beginning of the school year. It is our goal through these activities to assist children with their transition to kindergarten.

Section 1118 e (5): We ensure that information related to school and parent programs, meetings, and other activities are sent to parents in a
format and when appropriate in a language that parents can understand. Hard copies of our school newsletter are available to parents in the
main office. Event flyers are sent home and hard copies of report cards are provided to families that do not have access to a computer.
Some of our written communications are translated into Arabic and Japanese. Our bilingual staff assist in translating documents and
personally contacting the families of our EL students when needed. Our ESL staff also attend parent events to assist students and their
families as needed.

Section 1118 e (14): Our staff, administration, and PTA are invited to share their thoughts for potential parent involvement activities. PTA
meet with school administration during our monthly PTA meetings and during numerous planning meetings.

Section 1118 (f): Our building provides full opportunities for the participation of parents with limited English proficiency, parents with
disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format, and
when appropriate in a language parents understand. As previously noted we have in our building ESL paraeducators who speak one or more
of the major languages spoken by families at our school. The ESL paraeducators frequently serve as translators for parents who speak
languages other than English. They often attend meetings for our parents such as Leader in Me Family Night, Title 1 Literacy Nights, Title 1
Math Night, Parent/Teacher Conferences and Kindergarten Orientation to serve as translators. We welcome parents with limited English
proficiency, parents with disabilities, and parents of migratory children to our meetings and events. We also meet with any parent who needs
additional information in regards to any school function or program.

5. Describe how the parent involvement activities are evaluated.

As previously noted we continue to solicit parent feedback following each scheduled parent involvement activity.

6. Describe how the school-parent compact is developed.

Our staff were involved in the development of the original school-parent compact and revisions are made each year if needed. Components
of our Leader in Me (PBIS) program which involve a significant amount of parent input are also included in the compact. The school-parent
compact will continue to be reviewed annually by school administration, staff and community members to determine if any changes are
needed.
8. How does the school provide individual student academic assessment results in a language parents can understand?

As previously noted we continue to employ bilingual paraeducators who speak one or more of the major languages spoken by families in our school community. The paraeducators frequently serve as translators for parents who speak languages other than English at parent teacher conferences, evening events, and meetings. During many of the the before mentioned events teachers share individual student academic assessment results, the interpretation of those results, and the student's report card in the parent's home language with the help of our translators. When needed we solicit the services of interpreters outside of our school community to assist families and children.

We also have an electronic device in our building that automatically connects us to a live translator to assist families as needed.

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The school-parent compact is discussed with each parent during our one-on-one annual grade K-1 parent-teacher conference and grades 2-5 student led portfolio conference in December. The teacher and parent(s) discuss the parent commitments, the teacher commitments, and the student commitments that are described in the school-parent compact. The parent and the teacher both sign and date the compact. This school year teachers will again discuss the student commitments that are listed in the compact and have them sign and date the compact. At the end of the parent-teacher conference, parents are provided a copy of the school-parent compact. Parents are asked to discuss the student commitments with their child. Additionally the school-parent compact is translated into Arabic, Spanish and Japanese. Bilingual paraeducators also attend parent-teacher conferences. We will be participating in student led portfolio conferences for the sixth consecutive year.

Parents of Kindergarten and 1st grade students are invited back in the spring to participate in a student led portfolio conference.
Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Community resources such as the Oakland County Health Department, Mobile Dentists, Lakes Area Youth Assistance and the West Bloomfield Police and Fire Departments along with local volunteers and businesses are utilized to provide additional services needed by identified Title I students.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Principals, social workers, school psychologists, resource room staff, teachers, and bilingual paraeducators who work at Pleasant Lake and the Walled Lake District assist with the identification of needs and the location of the appropriate resources. Oakland Schools can provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Bilingual/ESL staff assist when translation is needed in order for the students and the families to communicate with any of the listed agencies or service providers. Students who qualify according to family income are part of the school free and reduced lunch and breakfast programs in the Title I schools. The district's Head Start and GSRP programs serve preschool students who qualify and the Adult Education and Adult ESL Programs serve parents who choose to attend. Our PTA and staff continue to supply families with free resources such as books, paper, backpacks and other school supplies to assist students and their families.
Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The following assessments are reviewed to determine how eligible students are progressing:

- Developmental Reading Assessment (DRA)
- M-STEP
- WIDA
- Walled Lake District Benchmark Assessments
- i-Ready Diagnostic
- Lucy Calkins Checklist

Our MTSS Team and Title I staff meet to review the assessment data to determine individual student progress.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State’s challenging student achievement standards.

The Targeted Assistance Plan components along with student assessment data will be reviewed and analyzed annually to determine if we are meeting the needs of our eligible students and if they continue to exhibit growth in literacy and math.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The MTSS process is reviewed with teachers to assist in identifying students who need additional support. Teachers have also been provided training on how to implement student achievement standards at the district and building level.
NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The components of the targeted assistance program is evaluated by staff members and administration during SIPP/MTSS meetings and Title I meetings. During these meetings assessment data is reviewed to assist in determining if the systems and interventions in place are positively impacting students and meeting our expectations. We also review the actual plan to determine it's effectiveness and if any changes are needed.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Assessment data and other indicators of academic achievement is reviewed during Professional Learning Days, staff meetings, School Improvement Team meetings, Data Team Meetings, Lighthouse Team Meetings, MTTS meetings, and during meetings with intervention staff.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

We determine the effectiveness of the strategies and systems in place by consistently analyzing student assessment data and other indicators of academic achievement and determine if students are exhibiting the appropriate growth.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Input from staff, the collection of perception data from parents and analyzing student assessment data is used to determine what changes if necessary are needed to ensure continuous improvement of the program and the current systems we have in place to assist all students.
Professional Development Plan
Overview

Plan Name

Professional Development Plan

Plan Description
## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Pleasant Lake Elementary will become proficient readers.</td>
<td>Objectives:1, Strategies:1, Activities:5</td>
<td>Academic</td>
<td>$187500</td>
</tr>
<tr>
<td>2</td>
<td>All students at Pleasant Lake Elementary will become proficient in Math</td>
<td>Objectives:1, Strategies:1, Activities:3</td>
<td>Academic</td>
<td>$2500</td>
</tr>
<tr>
<td>3</td>
<td>All students will write academic goals.</td>
<td>Objectives:1, Strategies:1, Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
**Goal 1: All students at Pleasant Lake Elementary will become proficient readers.**

**Measurable Objective 1:**
A 2% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of reading in English Language Arts by 06/11/2014 as measured by MEAP.

**Strategy 1:**
Reading Comprehension - Teachers will develop and implement lessons aimed at improving students text comprehension in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, answering questions about what they have read, and using context clues to increase their knowledge of vocabulary within the text.

**Category:**
Research Cited: According to What Works Clearing House, students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early comprehension instruction particularly critical.

**Tier:**

<table>
<thead>
<tr>
<th>Activity - Reading Comprehension Strategies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp.pdf</a></td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>No Funding Required</td>
<td>All K-5 Staff</td>
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<table>
<thead>
<tr>
<th>Activity - Comprehension Intervention groups</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted students will receive supplemental support provided by Reading Recovery and Intervention teacher(s.)</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$185000</td>
<td>Title I Part A</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Update all staff on the use of text maps</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will be instructed on how to utilize text maps and guides in all content areas.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
<td>No Funding Required</td>
<td>All staff</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity - Family Literacy Night</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host Family Literacy Nights to promote reading at home and provide reading strategies to our families to improve reading comprehension.</td>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2500</td>
<td>Title I Part A</td>
<td>All staff and school administration</td>
</tr>
</tbody>
</table>

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### Goal 2: All students at Pleasant Lake Elementary will become proficient in Math

**Measurable Objective 1:**
A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/11/2014 as measured by the MEAP.

**Strategy 1:**
Multiple Step Problem Solving - Teaching staff will teach students strategies to organize, sequence and solve multiple step mathematical problems accurately

**Category:**

<table>
<thead>
<tr>
<th>Activity - Learning Targets/Objectives</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post daily Learning Targets/Objectives.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teaching staff and school administration.</td>
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</table>

<table>
<thead>
<tr>
<th>Activity - Problem Solving Strategies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff development in utilizing available resources (Everyday Math, I-Ready and Common Core Standards).</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity - Family Math Night</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host a Family Math Night to explain and train families on the Everyday Math series and how to support their children at home.</td>
<td>Parent Involvement</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$2500</td>
<td>Title I Part A</td>
<td>All Staff</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Open Ended and Constructed Response</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will model the process of how to solve and explain an open ended constructed response math problem.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
Goal 3: All students will write academic goals.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency using Data Notebooks in English Language Arts by 06/11/2014 as measured by a four point rubric.

Strategy 1:
Student Academic Self Reflection - Teachers will provide students an opportunity to reflect on their academic performance each card marking and to set academic goals for their learning.

Category:
Research Cited: Brain-Compatible Learning by Eric Jensen,
What Works in Schools by Dr. Robert J. Marzano, The Leader in Me by Stephen R. Covey.

Tier:

<table>
<thead>
<tr>
<th>Activity - Classroom Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will facilitate meetings with their students to discuss the status of their academic goals.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - Teacher Modeling</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will model how to write an academic goal.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
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<table>
<thead>
<tr>
<th>Activity - Student Led Portfolio Conferences</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will show and explain to others how they set and achieved their academic goals by sharing their Data Notebooks.</td>
<td>Community Engagement</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
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<th>Resource Assigned</th>
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</thead>
<tbody>
<tr>
<td>Student Led Portfolio Conferences</td>
<td>Students will show and explain to others how they set and achieved their academic goals by sharing their Data Notebooks.</td>
<td>Community Engagement</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Problem Solving Strategies</td>
<td>Staff development in utilizing available resources (Everyday Math, I-Ready and Common Core Standards).</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Open Ended and Constructed Response</td>
<td>Teachers will model the process of how to solve and explain an open ended constructed response math problem.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
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<tr>
<td>Classroom Meetings</td>
<td>Teachers will facilitate meetings with their students to discuss the status of their academic goals.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Teacher Modeling</td>
<td>Teachers will model how to write an academic goal.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
</tr>
<tr>
<td>Learning Targets/Objectives</td>
<td>Teachers will post daily Learning Targets/Objectives.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All teaching staff and school administration.</td>
</tr>
<tr>
<td>Update all staff on the use of text maps</td>
<td>All staff will be instructed on how to utilize text maps and guides in all content areas.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$0</td>
<td>All Staff</td>
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### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Intervention groups</td>
<td>Targeted students will receive supplemental support provided by Reading Recovery and Intervention teacher(s).</td>
<td>Academic Support Program</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$185000</td>
<td>All Staff</td>
</tr>
<tr>
<td>Family Math Night</td>
<td>Host a Family Math Night to explain and train families on the Everyday Math series and how to support their children at home.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$2500</td>
<td>All Staff</td>
<td></td>
<td></td>
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<tr>
<td>Family Literacy Night</td>
<td>Host Family Literacy Nights to promote reading at home and provide reading strategies to our families to improve reading comprehension.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>06/11/2014</td>
<td>$2500</td>
<td>All staff and school administration</td>
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